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ABSTRACT

A survey of teachers in all elementary and secondary schools in Vancouver (British Columbia) identified students for whom English was the second language and gathered information on the students' grade level, birthplace, first language, ability to understand spoken and written English, ability to speak and write in English, need for language assistance, and language assistance received. Frequencies and percentages were tabulated. A total of 23,732 English-as-a-Second-Language (ESL) students were designated, representing 46.9% of the district's total enrollment. About one-third spoke Cantonese as their native language, and Chinese, East Indian, and Vietnamese accounted for over two-thirds of all native languages. Vietnamese and Spanish-speaking ESL students have risen 68.5% and 94.3%, respectively, since 1982. About 7% of elementary and 2% of secondary students do not understand English. About half of the elementary ESL students are behind their peers in English language facility. Approximately one-third of secondary ESL students are behind their peers in understanding and speaking English, and two-fifths lag in reading and one-half in writing ability. The percentage of students needing language assistance has risen noticeably since 1982. (MSE)

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THE 1988 SURVEY OF PUPILS FOR WHOM ENGLISH IS A SECOND LANGUAGE IN VANCOUVER SCHOOLS

Research Report 88-07

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ABSTRACT

Sample:
All elementary and secondary schools (100% response) in S.D. #39 (Vancouver). Data collected 1988 January.

Methodology:
A questionnaire, to be completed by teachers, was administered to the total sample. Teachers were to identify each English-as-a-second-language (ESL) pupil. An ESL pupil was defined as one who learned another language prior to or simultaneously with their learning of English. The questionnaire asked for the pupil's (a) name, (b) grade level, (c) birthplace, (d) first language, (e) ability to understand spoken English, (f) ability to speak English, (g) ability to read English, (h) ability to write in English, (i) need for language assistance, and (j) status regarding any language assistance received. Frequencies and percentages were tabulated.

Findings:
1. A total of 23,732 Vancouver pupils were designated as ESL. That represents 46.9% of the District's total enrolment and is the highest percentage in the history of the survey. It is a slight increase over 1982 when the percentage was 46.5%.
2. Approximately one out of every three ESL pupils spoke Cantonese as a first language. Chinese, East Indian, and Vietnamese account for slightly more than two-thirds of all the first languages of Vancouver's ESL pupils.
3. The number of Vietnamese and Spanish-speaking ESL pupils has risen respectively by 68.5% and 94.3% since the last survey year, 1982.
4. One-third of the ESL pupils were born outside of Canada and the English language facility of these pupils is significantly less than the English language facility of Canadian-born ESL pupils.
5. About 7% of the elementary ESL pupils and 2% of the secondary ESL pupils cannot understand the English language.
6. Approximately half of the elementary ESL pupils are behind their age-peers in their English language facility. One-third of secondary ESL pupils are behind their age-peers in understanding and speaking English. Two-fifths are behind in reading ability and about a half in writing ability.
7. The percentage of pupils requiring language assistance has increased noticeably from 1982 for both elementary and secondary ESL pupils. In 1982, 38.8% of the elementary ESL pupils and 28.3% of the secondary ESL pupils were judged as requiring assistance. The corresponding figures for 1988 are 51.3% and 40.4%.
8. There were 1,562 elementary ESL pupils who were not receiving the English language assistance they required while 189 were receiving more language assistance than required.
9. At the secondary level, 1,360 ESL pupils were receiving less language assistance than required and 123 were receiving more language assistance than required.
10. According to teachers there are a total of 2,922 pupils in S.D. #39 (Vancouver) who are receiving less language assistance than they require. That figure represents 5.8% of the District enrolment and 12.3% of the District's ESL enrolment.

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INTRODUCTION

In the years 1974, 1977, 1980, and 1982, a survey was conducted in Vancouver schools of pupils for whom English is a second language. This survey has again been replicated this year. The purpose of the survey is to determine (a) the number of children in School District #39 (Vancouver) whose first language is not English; (b) the extent to which these children are handicapped in their understanding, speaking, reading, and writing of English, and (c) their placement needs. Results from the 1988 survey will be compared to those of previous survey years.

PROCEDURE

A survey instrument was sent to all schools in S.D. #39 (Vancouver) with instructions that it be completed accurately as of 1988 January 20.

The following information was to be recorded on the survey instrument:

(a) identification, by name, of all pupils for whom English was a second language [for the purpose of this survey, an English-as-a-second-language (ESL) pupil was defined as one who learned another language prior to learning English or who learned another language while simultaneously learning English],

(b) the pupil's grade placement,

(c) the pupil's birthplace (within Canada or outside of Canada),

(d) the pupil's first language,

(e) the pupil's ability to understand English (rated on the following three-point scale: "No English or virtually no English", "English facility noticeably less than others of his/her age", "English facility is comparable to that of others of his/her age"),

(f) the pupil's ability to speak English (rated on the same three-point facility scale as above),

(g) the pupil's ability to read English (rated on the same three-point facility scale--Kindergarten pupils excluded),

(h) the pupil's ability to write English (rated on the same three-point facility scale--Kindergarten pupils excluded),

(i) the teacher's estimation of the English language assistance required by the pupil [regular program within the regular classroom, additional support in language instruction required, English Second Language (ESL) Class required], and

(j) the English language assistance currently offered to that pupil [none; ESL assistance in the regular classroom; ESL assistance on a pull-out basis but not through an English Learning Centre (ELC), Learning Assistance Centre (LAC), or Skills Development Centre (SDC); both an ELC and a LAC (or SDC); LAC or SDC; ELC in addition to the regular class; or ESL class].

Returns were received from all schools in the Vancouver School District including:

77 elementary schools and 14 annexes,
18 secondary schools and 30 alternative programs, and
1 special school (Oakridge).

In reviewing the findings, it should be noted that the information in this report is based on teacher responses. Therefore, the validity of the findings is limited by the extent to which the teachers' responses are valid. Furthermore, the findings are accurate for the date on which the survey was conducted, and the situation may fluctuate at other times of the year.

FINDINGS

ESL ENROLMENT

A total of 23,732 ESL pupils (46.9% of the District's total enrolment[1]) were recorded on the survey forms. The ESL total is comprised of 14,344 elementary pupils (48.1% of the District's elementary enrolment), 9,378 secondary pupils (45.4% of the District's secondary enrolment), plus 10 pupils from the special school.

The total enrolment compared to ESL enrolment for the five survey years 1974, 1977, 1980, 1982, and 1988 is shown in Figure 1 for elementary schools and in Figure 2 for secondary schools. For both elementary and secondary schools, 1974 to 1982 was a period of steadily rising ESL enrolment and steadily declining total enrolment. The trend has changed in 1988. This year the total enrolment decreased for secondary schools but increased slightly for elementary schools. In comparison to 1982, the ESL enrolment total has decreased slightly for both elementary and secondary schools, but is still higher than preceding years. However, the percentage of ESL enrolment of the total enrolment is still higher than 1982 for secondary schools (45.4% to 44.1%). The percentage is slightly lower for elementary schools (1988, 48.1%; 1982, 48.4%).

Figures 1 and 2 also include the number and percentage of ESL pupils requiring language assistance. For elementary pupils this percentage rose considerably from 1974 to 1977, then levelled off until 1982. However, in 1988 this percentage has again increased noticeably from 38.8% to 51.3%. For secondary pupils the trend from 1974 until 1982 showed a steady decrease, but in 1988 it has increased markedly from 1982 (40.4% compared to 28.3%) almost parallelling the 1974 percentage of 41.0%.

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1. The total District enrolment of 50,563 is accurate for the month of January.

In Figure 3, information on the ESL enrolment for each grade level is provided. With the exception of Kindergarten and grade 12, the ESL enrolment in the remaining grade levels is about half the total enrolment for grades 1 to 11. For Kindergarten and grade 12 the ESL enrolment is 44% of the total enrolment per grade level. In comparison to 1982, grade 1 to grade 11 percentages remain fairly constant but Kindergarten and grade 12 percentages have dropped somewhat (from 50.2% to 43.9% for Kindergarten, and 47.0% to 43.7% for grade 12).

FIRST LANGUAGES

A frequency distribution of all the ESL pupils whose first language represents at least 0.1% (i.e. one-tenth of one percent) of the total ESL enrolment is displayed in Table 1. This table provides information for elementary, secondary, and total ESL enrolment. First languages are listed in a descending order of frequency based upon total enrolment results. More than one-third of all Vancouver ESL pupils learned Cantonese as a first language. Chinese languages, East Indian languages, and the Vietnamese language account for slightly more than two-thirds of all the first languages of the ESL pupils in Vancouver.

Elementary and secondary results are proportionately similar for most of the languages listed. Chinese languages, Italian, Tagalog/Filipino, Korean, and German are slightly overrepresented in secondary schools; East Indian languages, Vietnamese, and Japanese are slightly overrepresented in elementary schools.

A rank order comparison of the ten most frequently recorded languages for the five survey years is presented in Table 2. The incidence of Chinese languages rose gradually between 1974 and 1982, then sharply to the level of 47.6% in 1988. In 1982 East Indian languages was 13.4% which was lower than 15.5% of 1980; this year the percentage has rebounded to 15.1%, almost matching 1980. Since 1980 the percentage of Vietnamese pupils has increased rapidly, with a 86.7% gain in 1982 and a 68.5% gain in 1988. Vietnamese is now the third most frequently encountered language of ESL pupls. For the Spanish language there has been a steady rise since 1977. From 1982, there has been a dramatic increase this year of 94.3%. The incidence of Spanish has moved from 11th ranking to 4th. The Italian language has decreased slightly since 1977 with a considerable drop this year (1982, 7.1%; 1988, 3.6%). Finally, the Portuguese language has dropped noticeably from 4.7% in 1982 to 2.8% in 1988.

BIRTHPLACE

Of the 14,344 ESL pupils in elementary schools, 4,794 (33.4%) were identified as immigrant children. Of the 9,378 ESL pupils in secondary schools, 5,943 (63.4%) were identified as immigrants. In 1982 the respective figures were 41.2% and 61.2%. The number of elementary school ESL pupils not born in Canada has decreased noticeably from 1982, while secondary school ESL pupils not born in Canada have increased slightly since 1982.

Figure 4 is a graphic comparison of the absolute number of immigrant pupils within selected first language groups. Represented in that figure are those languages spoken by at least 1% of the total enrolment in S.D. #39 (Vancouver). The largest number of immigrant children are Cantonese-speaking immigrants representing 7.9% of the total District enrolment. The second largest number of immigrant children are Vietnamese-speaking at 2.3% of the total District enrolment.

In Tables 3 and 4, immigration information as a percentage of each first language group is presented. In Table 3 rank orderings are established for elementary pupils based on the percentage of immigrant pupils within each first language group. Rank orderings are provided for secondary schools in Table 4. All Afgan, Khmer, Sinhalese, Tongan, Welsh, and Yiddish-speaking ESL elementary pupils are immigrants. Many first language groups in secondary schools also consist entirely of immigrants including: Afgan, Bengali, Bisayan, Burmese, Cambodian, Egyptian, Icelandic, Kachin, Khmer, Kutchin, Lithuanian, Mongolian, Pampango, Romanian, Sinhalese, Tamil, Thai, Tibetan, and Twi. Speakers of Persian, Vietnamese, and Lao languages at the secondary level are virtually all immigrants. The upper portion of Tables 3 and 4 represent those groups who are the newer immigrants.

LANGUAGE FACILITY

The fact that a child has learned a non-English first language or that the child was born in Canada or outside Canada does not necessarily signify that the child is dysfunctional in the use of the English language. Each ESL pupil's level of English facility was determined for each of four language-related activities: understanding, speaking, reading, and writing. The results are shown in Table 5.

Approximately one-half of elementary ESL pupils can match their age peers in three of the four language-related activities (understanding, speaking, and reading). Only 43% of these pupils can match their age peers in writing. Two-thirds of the secondary ESL pupils can match their peers in understanding and speaking English; three-fifths have average English ability in reading and slightly more than half are average in writing. In comparison to 1982, the figures for 1988 are somewhat lower. In 1982, slightly less than two-thirds of the elementary ESL pupils and three-fourths of the secondary ESL pupils could match their age peers on the four language-related activities.

At the elementary level, almost three-quarters of the pupils (71%) who could not understand English came from one of the following first language backgrounds: Cantonese, Chinese (not Mandarin or Cantonese), Punjabi, Spanish, or Vietnamese. At the secondary level, 64% of the pupils who cannot understand English have learned one of the following first languages: Cantonese, Punjabi, Spanish, or Vietnamese. In the 1982 report three-quarters of the elementary pupils who could not understand English had Chinese, Vietnamese, Punjabi, Japanese, and French first languages. Chinese, Vietnamese, and Punjabi were the corresponding first languages accounting for three-fourths of the pupils at the secondary level who could not understand English.

A comparison was conducted between the language facility of Canadian born ESL pupils and immigrant ESL pupils. Chi-square analysis indicated significant differences between the two groups of ESL pupils. Immigrant ESL pupils were overrepresented in the "No English" and "Impaired English" categories and were underrepresented in the "Average English" category for all four skills. Chi-squares yielded differences which were significant well beyond the .0001 alpha level. The 1982 report mentions identical results.

PLACEMENT NEEDS AND CURRENT PLACEMENT

In response to the ever-increasing need of language support for ESL pupils, several district-level and school-level alternatives have developed. The ESL class combines, for most or all of a day, pupils who possess virtually no English language. English Learning Centres (ELCs) assist the less dysfunctional pupil by removing him or her from a regular classroom for brief periods for the purpose of intensive English language training. In some schools, the Learning Assistance Centre (LAC) teacher or the Skills Development Centre (SDC) teacher will see the child for brief periods. Some children attend both the ELC and the LAC for language difficulties directly attributable to their ESL background. Other pupils receive ESL assistance on a pull-out basis but not through an ELC, LAC or SDC. Normally, the demands of the ESL pupils exceed the District's available resources to meet those demands. Table 6 shows how well or how completely the elementary ESL pupils' needs were being met in 1988 January, and Table 7 provides analogous information for secondary ESL pupils.

Teachers reported that of all the ESL pupils in the elementary schools[2], 1,562 (or 11.1%) are currently receiving less language assistance than they require. This is a slight improvement over the 12.8% of elementary ESL pupils who received less language support than required in 1982 and considerable improvement over 25.7% in 1980. Conversely, elementary teachers also reported that 189 (or 1.3%) of the 14,121 ESL pupils are receiving more assistance than is required. In 1982 and 1980 the respective figures were 3.9% and 2.4%. According to teachers only 42% of elementary pupils requiring placement in an ESL class are currently placed there. Thirteen percent of the pupils requiring additional ESL assistance are currently not receiving any additional language assistance.

From the results of the 1988 survey, 9.3% of the elementary ESL pupils would best be served by placement in an ESL class. This compares with the 1980 survey which showed that 9.2% of the elementary ESL pupils required an ESL class placement. In 1982 the figure was considerably lower at 7.4%. The percentage of elementary ESL pupils requiring additional ESL support has risen dramatically over the three survey years from 28.6% in 1980 and 31.2% in 1982 to 42.9% in 1988. The percentage of ESL pupils whose language needs can be served within the regular program is considerably lower (47.9%) than either 1980 (62.2%) or 1982 (61.3%).

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2. This total (14,121) does not include 223 French Immersion and Programme Cadre pupils.

Secondary teachers reported that 1,360 (or 14.5%) of the ESL pupils are receiving less language assistance than they require; 123 (or 1.3%) of the ESL pupils are receiving more language assistance than they require. Comparison figures from 1982 showed that 11.1% of secondary ESL pupils were receiving less language assistance than required and 5.2% were receiving more. The respective figures for 1980 were 19.7% and 2.5%. Teachers reported that of the secondary pupils in need of an ESL class, 70% are currently placed there; but 38% of the pupils requiring additional ESL support are not currently receiving any additional language assistance. At the secondary level, 10.1% of ESL pupils require placement in an ESL class. In 1980 and 1982 the corresponding figures were 10.9% and 8.6%. Thirty percent of ESL pupils require additional ESL assistance in 1988, while only 20% required assistance in both 1980 and 1982.

SUMMARY

Responding to the 1988 ESL survey, teachers identified 23,732 ESL pupils, 14,344 in elementary school, 9,378 in secondary school, and 10 in the special school. In terms of the total enrolment, the percentage is higher for secondary pupils than the previous survey year (1982) and the percentage is marginally lower for elementary pupils. However, for both elementary and secondary students the percentages are higher than survey years prior to 1982.

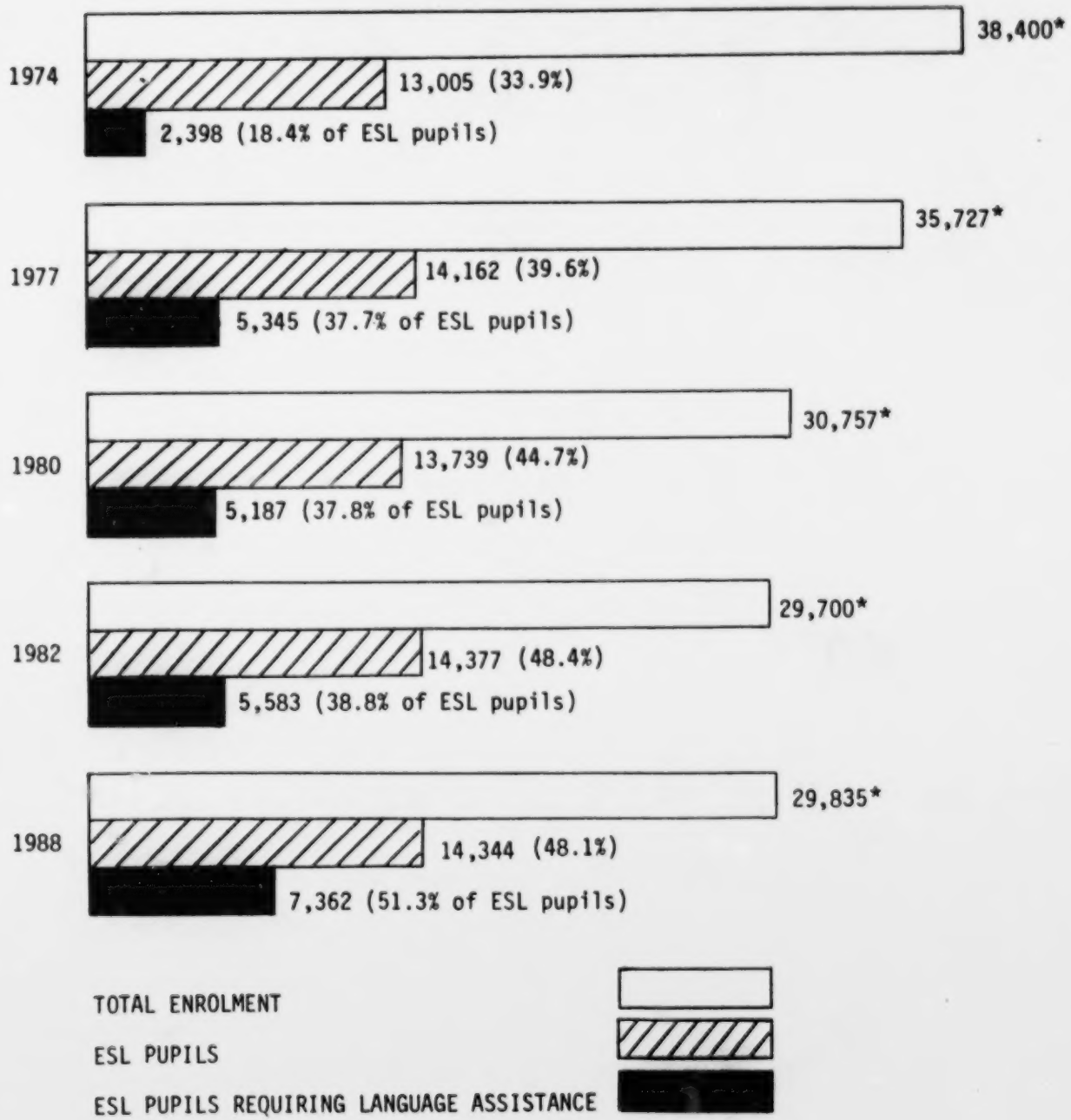
The most frequently identified first languages were Chinese Languages, East Indian Languages, Vietnamese, Spanish, and Italian. Noteworthy this year is the rise of Vietnamese and Spanish as the third and fourth most frequently recorded first languages.

There has been a considerable rise in this survey year in the number of ESL students requiring language assistance. The elementary ESL language assistance needs rose from 38.8% (1982) to 51.3% (1988) and secondary ESL language assistance needs from 28.3% (1982) to 40.4%. Approximately seven percent of all elementary ESL pupils cannot understand or speak English. Five percent cannot read or write in English. Two percent of all secondary ESL pupils cannot understand English and 3% cannot speak, read, or write in English. About one-half of elementary ESL pupils are comparable to their age peers in English language facility of understanding, speaking, and reading, while only 43% of these pupils can match their age peers in writing. More than one-half of all secondary ESL pupils can match their age peers on all four language facility assessments. As in 1982 immigrant children are significantly more impaired in their English language facility than are Canadian-born ESL children. The greatest need for language assistance appears to come from immigrant pupils who speak Chinese, Punjabi, Vietnamese, or Spanish as a first language.

Even though a larger percentage of ESL pupils are having their English language needs met, there are still 2,922 pupils in S.D. #39 (Vancouver) who according to teachers, are receiving less language assistance than they require. That figure represents 5.8% of the District enrolment and 12.3% of the District's ESL enrolment.

FIGURE 1

COMPARISON OF ENROLMENT, ESL PUPILS, AND ESL PUPILS REQUIRING LANGUAGE ASSISTANCE FOR ELEMENTARY SCHOOLS IN THE FIVE SURVEY YEARS: 1974, 1977, 1980, 1982, AND 1988

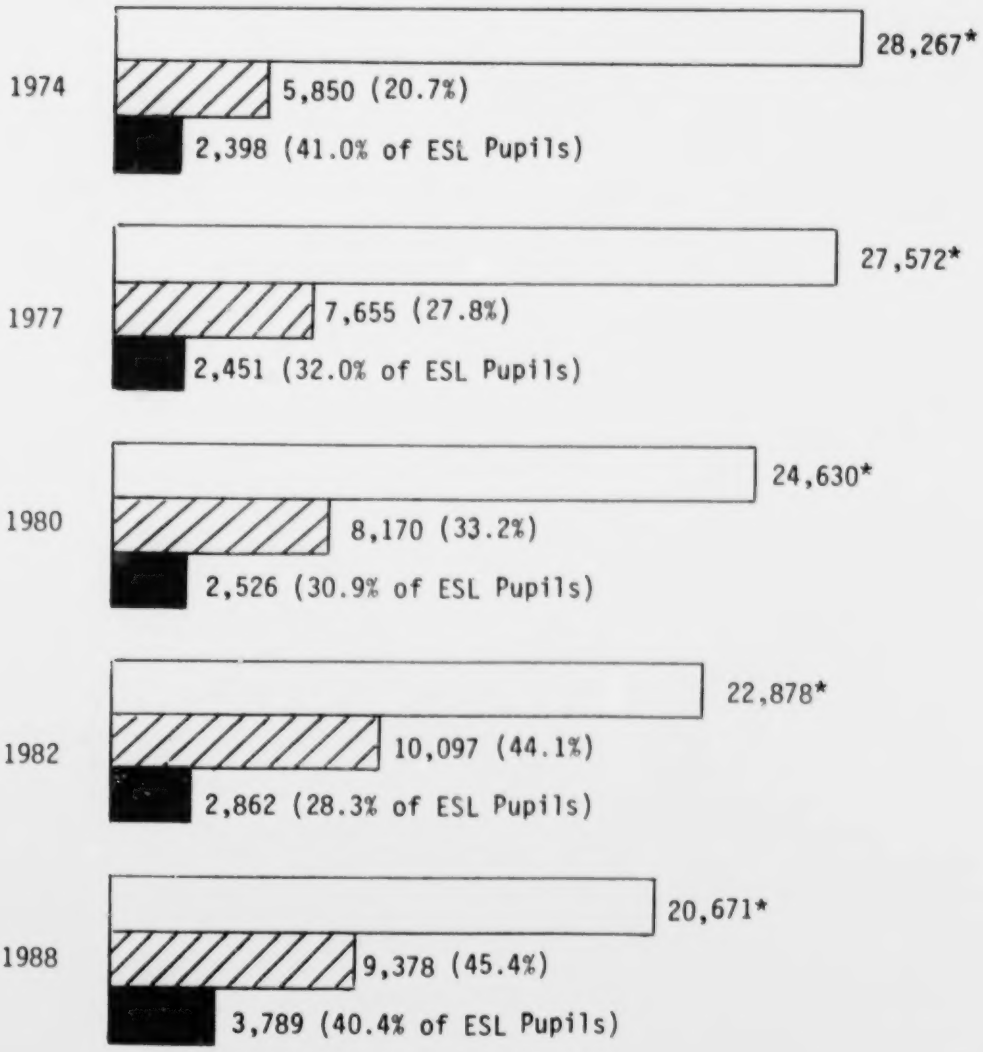


*Enrolment excludes Oakridge School.

Note: For 1988, grades K-3 pupils in French Immersion and grades K-2 in Programme Cadre (n=223) were not included in the ESL pupils requiring language assistance total of 7,362.

FIGURE 2

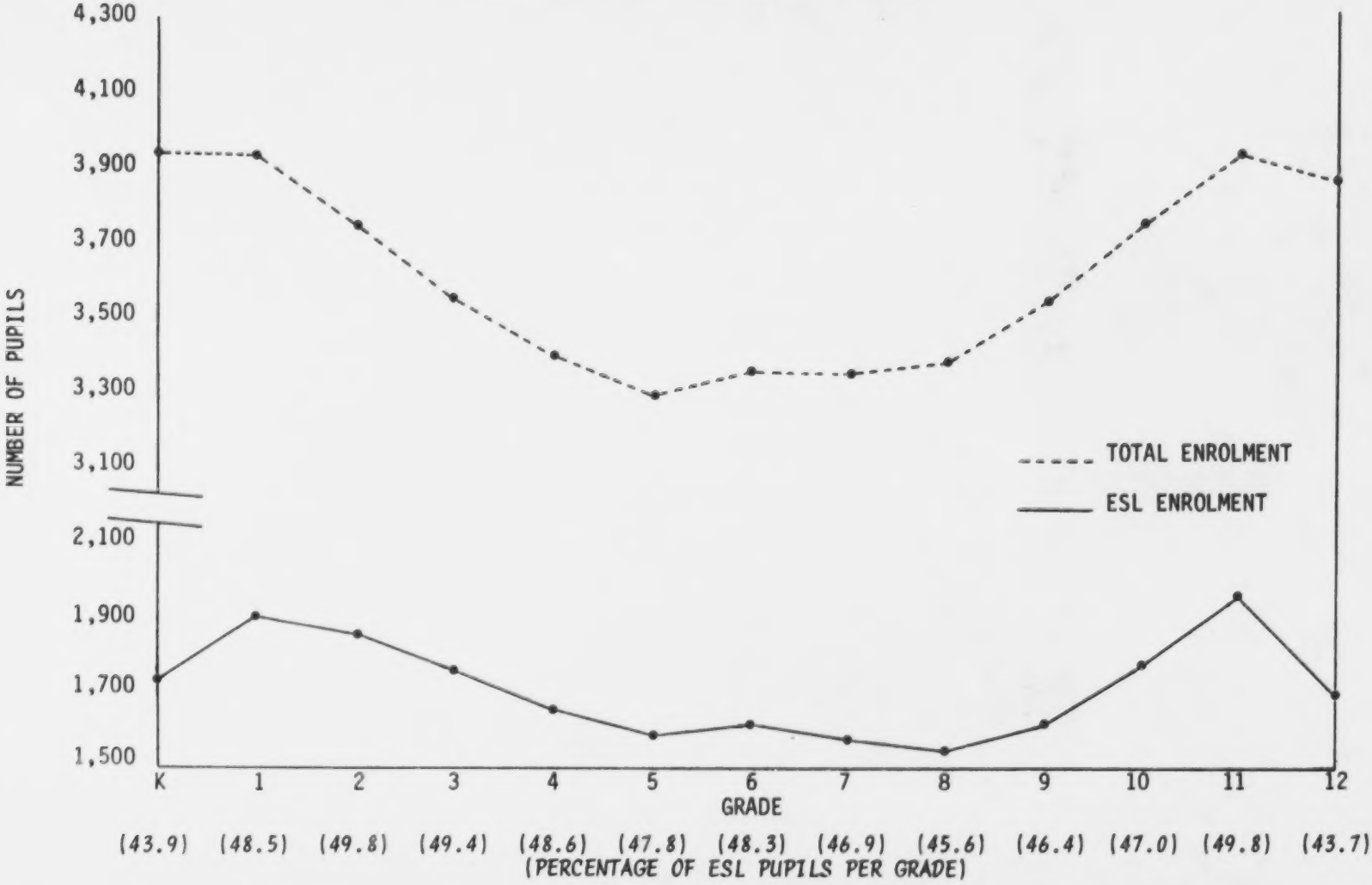
COMPARISON OF ENROLMENT, ESL PUPILS, AND ESL PUPILS REQUIRING LANGUAGE ASSISTANCE FOR SECONDARY SCHOOLS IN THE FIVE SURVEY YEARS: 1974, 1977, 1980, 1982, AND 1988



*Enrolment excludes Oakridge School

FIGURE 3

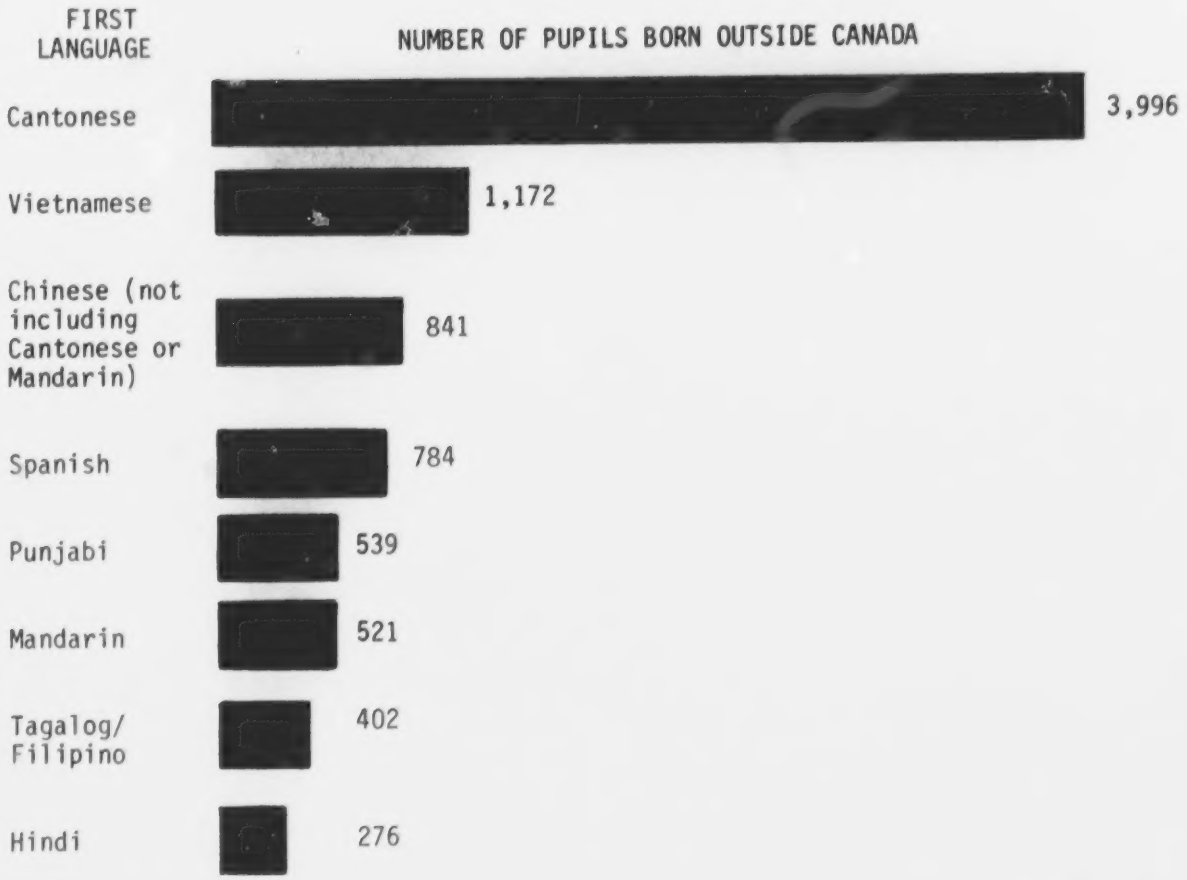
THE RELATIONSHIP BETWEEN ENROLMENT AND
NUMBER OF ESL PUPILS AT EACH GRADE LEVEL



Note: The number of ESL pupils excludes those in an ESL district class. Such pupils are seldom assigned to a grade level.

FIGURE 4

AN ABSOLUTE NUMBER COMPARISON OF IMMIGRANT PUPILS WITHIN SELECTED FIRST LANGUAGE GROUPS



Note: Languages listed in this figure are those in which the number of pupils who speak that language represents at least 1% of the total District enrolment of 50,563.

TABLE 1

FREQUENCY DISTRIBUTIONS OF FIRST LANGUAGES

FOR ESL PUPILS IN S.D. #39 (VANCOUVER)

	ELEMENTARY		SECONDARY		TOTAL[a]	
FIRST LANGUAGES	Number of Pupils (n=14,344)	%-age of Elementary ESL Enrolment	Number of Pupils (n=9,378)	%-age Secondary ESL Enrolment	Number of Pupils (n=23,732)	%-age of Total ESL Enrolment
Chinese	6,548	45.6	4,747	50.6	11,298	47.6
(Cantonese)	(4,944)	(34.5)	(3,790)	(40.4)	(8,735)	(36.8)
(Mandarin)	(389)	(2.7)	(372)	(4.0)	(761)	(3.2)
(Other)	(1,215)	(8.5)	(585)	(6.2)	(1,802)	(7.6)
East Indian	2,565	17.9	1,013	10.8	3,578	15.1
(Punjabi)	(1,581)	(11.0)	(675)	(7.2)	(2,256)	(9.5)
(Hindi)	(819)	(5.7)	(243)	(2.6)	(1,062)	(4.5)
(Gujarati)	(107)	(0.7)	(63)	(0.7)	(170)	(0.7)
(Urdu)	(38)	(0.3)	(9)	(0.1)	(47)	(0.2)
(Other)	(20)	(0.1)	(23)	(0.2)	(43)	(0.2)
Vietnamese	844	5.9	496	5.3	1,343	5.7
Spanish	595	4.1	367	3.9	962	4.1
Italian	383	2.7	458	4.9	844	3.6
Tagalog-Filipino	386	2.7	298	3.2	684	2.9
Portuguese	408	2.8	250	2.7	658	2.8
Greek	300	2.1	235	2.5	535	2.3
Japanese	356	2.5	171	1.8	527	2.2
French	281	2.0	154	1.6	435	1.8
Korean	206	1.4	175	1.9	381	1.6
Yugoslavian	180	1.3	117	1.2	297	1.3
(Croatian)	(94)	(0.7)	56	(0.6)	(150)	(0.6)
(Serbian)	(16)	(0.1)	20	(0.2)	(36)	(0.2)
(Other)	(70)	(0.5)	41	(0.4)	(111)	(0.5)
German	105	0.7	168	1.8	273	1.2

TABLE 1 CONT.

FIRST LANGUAGES	ELEMENTARY Number of Pupils (n=14,344)	ELEMENTARY %-age of Elementary ESL Enrolment	SECONDARY Number of Pupils (n=9,378)	SECONDARY %-age Secondary ESL Enrolment	TOTAL[a] Number of Pupils (n=23,732)	TOTAL[a] %-age of Total ESL Enrolment
Fijian	168	1.2	89	0.9	257	1.1
Polish	158	1.1	73	0.8	231	1.0
Persian	66	0.5	57	0.6	123	0.5
Czechoslovakian	75	0.5	45	0.5	120	0.5
Cambodian	82	0.6	21	0.2	103	0.4
Native Indian	68	0.5	33	0.4	101	0.4
(Carrier)	(1)	(0.0)	(4)	(0.0)	(5)	(0.0)
(Cree)	(14)	(0.1)	(2)	(0.0)	(16)	(0.1)
(Salish)	(1)	(0.0)	(4)	(0.0)	(5)	(0.0)
(Ojibwa)	(1)	(0.0)	(0)	(0.0)	(1)	(0.0)
(Other)	(51)	(0.4)	(23)	(0.2)	(74)	(0.3)
Lao	55	0.4	27	0.3	83	0.3
Hungarian	53	0.4	28	0.3	81	0.3
Hebrew	40	0.3	40	0.4	80	0.3
African Language	45	0.3	28	0.3	73	0.3
Arabic	32	0.2	26	0.3	58	0.2
Thai	34	0.2	9	0.1	43	0.2
Russian	13	0.1	27	0.3	40	0.2
Malay	18	0.1	21	0.2	39	0.2
Dutch/Flemish	24	0.2	12	0.1	36	0.2
Romanian	23	0.2	12	0.1	35	0.1
Tamil	27	0.2	3	0.0	30	0.1
Finnish	15	0.1	14	0.1	29	0.1

TABLE 1 CONT.

FIRST LANGUAGES	ELEMENTARY Number of Pupils (n=14,344)	ELEMENTARY %-age of Elementary ESL Enrolment	SECONDARY Number of Pupils (n=9,378)	SECONDARY %-age Secondary ESL Enrolment	TOTAL[a] Number of Pupils (n=23,732)	TOTAL[a] %-age of Total ESL Enrolment
Indonesian	10	0.1	16	0.2	26	0.1
Khmer	14	0.1	11	0.1	25	0.1
Ukrainian	9	0.1	11	0.1	20	0.1
Pakistani	13	0.1	7	0.1	20	0.1
Jamaican/Creole/ Patois	5	0.0	14	0.1	19	0.1
Swedish	9	0.1	10	0.1	19	0.1
Kachin	15	0.1	4	0.0	19	0.1
Armenian	10	0.1	6	0.1	16	0.1
Turkish	12	0.1	4	0.0	16	0.1
Afgan	10	0.1	3	0.0	13	0.1
Danish	4	0.0	8	0.1	12	0.1
Other Languages	80	0.6	70	0.7	150	0.6

a. The "total" columns include the results from Vancouver's special school as well as the elementary and secondary results.

TABLE 2

RANK ORDERINGS AND ABSOLUTE FREQUENCIES OF THE FIRST LANGUAGES OF ESL PUPILS FOR THE FIVE SURVEY YEARS 1974, 1977, 1980, 1982, AND 1988

FIRST LANGUAGE	ABSOLUTE FREQUENCY (AND RELATIVE PERCENTAGE) 1974 (n=18,855)	1977 (n=21,817)	1980 (n=21,938)	1982 (n=24,524)	1988 (n=23,732)	RANK ORDER 1974	1977	1980	1982	1988
Chinese Languages	8,042 (42.7%)	9,454 (43.3%)	9,437 (43.0%)	10,818 (44.1%)	11,298 (47.6%)	1	1	1	1	1
East Indian Languages	1,712 (9.1%)	2,472 (11.3%)	3,388 (15.5%)	3,287 (13.4%)	3,578 (15.1%)	3	3	2	2	2
Vietnamese	- (<1.0%)	- (<1.0%)	427 (1.9%)	797 (3.2%)	1,343 (5.7%)	-	-	10	7	3
Spanish	- (<1.0%)	311 (1.4%)	387 (1.8%)	495 (2.0%)	962 (4.1%)	-	11	11	11	4
Italian	2,495 (13.2%)	2,540 (11.6%)	1,946 (8.9%)	1,750 (7.1%)	844 (3.6%)	2	2	3	3	5
Tagalog/Filipino	303 (1.6%)	- (<1.0%)	688 (3.1%)	799 (3.3%)	684 (2.9%)	9	-	7	6	6
Portuguese	914 (4.8%)	1,121 (5.1%)	1,121 (5.1%)	1,142 (4.7%)	658 (2.8%)	5	5	4	4	7
Greek	717 (3.8%)	803 (3.7%)	856 (3.9%)	896 (3.7%)	535 (2.3%)	6	6	5	5	8
Japanese	420 (2.2%)	512 (2.3%)	539 (2.5%)	586 (2.4%)	527 (2.2%)	7	8	8	8	9
French	300 (1.6%)	290 (1.3%)	316 (1.4%)	398 (1.6%)	435 (1.8%)	10	12	13	13	10

TABLE 3

PERCENTAGE OF IMMIGRANTS IN

ELEMENTARY SCHOOLS IN EACH FIRST LANGUAGE GROUP

FIRST LANGUAGE	% OF PUPILS BORN OUTSIDE CANADA	RANK ORDERING
Afgan	100.0%	1
Khmer	100.0	2
Sinhalese	100.0	3
Tongan	100.0	4
Welsh	100.0	5
Yiddish	100.0	6
Cambodian	92.7	7
Persian	92.4	8
Romanian	90.0	9
Thai	88.2	10
Malay	83.3	11
African	82.2	12
Lao	81.8	13
Vietnamese	81.3	14
Spanish	77.6	15
Bengali	75.0	16
Polish	70.3	17
Czechoslovakian	62.7	18
Burmese	60.0	19
Hebrew	60.0	20
Jamaican	60.0	21
Tamil	59.3	22
Mandarin	55.8	23
Swedish	55.6	24
Icelandic	50.0	25
Pampango	50.0	26
Tibetan	50.0	27
Finnish	46.7	28
Japanese	43.0	29
Korean	42.2	30
Dutch/Flemish	41.7	31
Armenian	40.0	32
Indonesian	40.0	33
Norwegian	40.0	34
Hungarian	37.7	35
Arabic	37.5	36
Chinese (not Cantonese or Mandarin)	35.2	37
Tagalog/Filipino	35.2	38
Slovak	33.3	40
Turkish	33.3	41
Pakistani	30.8	42
Cantonese	30.2	43
Kachin	26.7	44

TABLE 3 CONT.

FIRST LANGUAGE	% OF PUPILS BORN OUTSIDE CANADA	RANK ORDERING
Danish	25.0	45
Fijian	23.2	46
Serbian	18.8	47
German	17.1	48
Gujarati	15.9	49
Urdu	15.8	50
Portuguese	15.4	51
Russian	15.4	52
East Indian (not including Hindi, Punjabi, Urdu, or Gujarati)	15.0	53
Hindi	14.2	54
French	12.5	55
Native Indian (not including Carrier, Cree, Salish, Ojibwa)	9.8	56
Punjabi	9.7	57
Greek	8.0	58
Yugoslavian (not including Croatian or Serbian)	7.1	59
Croatian	6.4	60
Italian	4.7	61

TABLE 4

PERCENTAGE OF IMMIGRANTS IN

SECONDARY SCHOOLS IN EACH FIRST LANGUAGE GROUP

FIRST LANGUAGE	% OF PUPILS BORN OUTSIDE CANADA	RANK ORDERING
Afgan	100.0%	1
Bengali	100.0	2
Bisayan	100.0	3
Burmese	100.0	4
Cambodian	100.0	5
Egyptian	100.0	6
Icelandic	100.0	7
Kachin	100.0	8
Khmer	100.0	9
Kutchin	100.0	10
Lithuanian	100.0	11
Mongolian	100.0	12
Pampango	100.0	13
Romanian	100.0	14
Sinhalese	100.0	15
Tamil	100.0	16
Thai	100.0	17
Tibetan	100.0	18
Twi	100.0	19
Persian	98.2	20
Vietnamese	98.0	21
Lao	96.3	22
Malay	95.2	23
Indonesian	93.8	24
Jamaican	92.9	25
African	89.3	26
Tagalog/Filipino	89.3	27
Russian	88.9	28
Spanish	87.7	29
Mandarin	81.7	30
Korean	80.6	31
Urdu	77.8	32
Gujarati	76.2	33
Polish	75.3	34
Bulgarian	75.0	35
Chinese (not including Cantonese or Mandarin)	70.5	36
Arabic	69.2	37
Cantonese	66.1	38
Hindi	65.8	39
East Indian (not including Hindi, Punjabi, Urdu, or Gujurati)	65.2	40
Fijian	64.0	41
Czechoslovakian	60.0	42

TABLE 4 CONT.

FIRST LANGUAGE	% OF PUPILS BORN OUTSIDE CANADA	RANK ORDERING
Hebrew	57.5	43
Punjabi	57.2	44
Gaelic	57.1	45
Japanese	52.0	46
Cree	50.0	47
Maltese	50.0	48
Norwegian	50.0	49
Swedish	50.0	50
Turkish	50.0	51
Portuguese	48.4	52
Pakistani	42.9	53
Dutch/Flemish	41.7	54
Danish	37.5	55
Ukrainian	36.4	56
Armenian	33.3	57
Basque	33.3	58
Hungarian	27.3	59
Carrier	25.0	60
Serbian	25.0	61
Slovenian	25.0	62
Yugoslavian (not including Croatian or Serbian)	24.4	63
French	22.7	64
Croatian	21.4	65
Finnish	21.4	66
German	18.5	67
Greek	17.9	68
Estonian	16.7	69
Italian	9.8	70
Native Indian (not including Carrier, Cree, Salish, Ojibwa)	4.3	71

TABLE 5

LANGUAGE-RELATED FACILITY OF ESL PUPILS

IN S.D. #39 (VANCOUVER)

LANGUAGE RELATED ACTIVITY	NUMBER OF PUPILS ASSESSED	LEVEL OF FACILITY AS COMPARED TO AGE PEERS		
		No English	Impaired English	Average English
PERCENTAGE OF ELEMENTARY ESL PUPILS				
Understanding	14,121	6.5	42.8	50.7
Speaking	14,121	7.4	43.7	48.9
Reading	12,453	5.0	45.5	49.5
Writing	12,453	5.6	51.5	42.9
PERCENTAGE OF SECONDARY ESL PUPILS				
Understanding	9,378	2.4	31.8	65.8
Speaking	9,378	2.9	31.6	65.5
Reading	9,378	2.9	38.2	58.9
Writing	9,378	3.1	43.7	53.2

NOTE: The total number of elementary pupils assessed will not equal the total number of ESL pupils in the survey as French Immersion pupils in grades K to 3 and Programme Cadre pupils in grades K-2 were not assessed for understanding, speaking, reading, and writing; and kindergarten pupils were not assessed for reading and writing.

TABLE 6

COMPARISON OF THE ELEMENTARY

ESL PUPILS' ENGLISH LANGUAGE NEEDS AND THE

LANGUAGE ASSISTANCE CURRENTLY OFFERED TO THOSE PUPILS

LANGUAGE NEEDS	CURRENT LANGUAGE ASSISTANCE: ESL Class	ELC	LAC or SDC	Both ELC and LAC or SDC	ESL Assistance on a Pull-Out Basis	ESL Assistance in the Regular Class	Regular Program	TOTAL	TOTAL EXPRESSED AS A PERCENTAGE
ESL Class	546	343	128	37	29	116	112	1,311	9.3%
Regular Class With Additional ESL Support*	33	1,930	975	215	249	1,852	797	6,051	42.9
Regular Program	9	62	61	0	24	1,987	4,616	6,759	47.9
Total	588	2,335	1,164	252	302	3,955	5,525	14,121	
Total Expressed as a Percentage	4.2%	16.5%	8.2%	1.8%	2.1%	28.0%	39.1%		

NOTE: The shaded boxed-in area highlights those pupils whose language-related needs are not being currently met. The unshaded boxed-in area highlights those pupils who receive more assistance than is required.

*Additional ESL support is defined as support provided outside the classroom.

TABLE 7

COMPARISON OF THE SECONDARY

ESL PUPILS' ENGLISH LANGUAGE NEEDS AND THE

LANGUAGE ASSISTANCE CURRENTLY OFFERED TO THOSE PUPILS

		CURRENT LANGUAGE ASSISTANCE							
LANGUAGE NEEDS	ESL Class	ELC	LAC or SDC	Both ELC and LAC or SDC	ESL Assistance on a Pull-Out Basis	ESL Assistance in the Regular Class	Regular Program	TOTAL	TOTAL EXPRESSED AS A PERCENTAGE
ESL Class	663	56	14	5	30	44	132	944	10.1
Regular Class With Additional ESL Support*	54	760	83	11	118	740	1,079	2,845	30.3
Regular Program	6	28	18	-	17	670	4,850	5,589	59.6
Total	723	844	115	16	165	1,454	6,061	9,378	
Total Expressed as a Percentage	7.7%	9.0%	1.2%	0.2%	1.8%	15.5%	64.6%		

NOTE: The shaded boxed-in area highlights those pupils whose language-related needs are not being currently met. The unshaded boxed-in area highlights those pupils who receive more assistance than is required.

*Additional ESL support is defined as support provided outside the classroom.

END

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